

	Working Towards	Expected Standard	Greater Depth
	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:
A U T U M N	<ul style="list-style-type: none"> Identify different sectors within the media industry Identify different types of products found in different media sectors Understand what media products are used for Understand the terms style, content and layout in relation to media products List the different categories used to identify audiences Understand a range of different planning tools and what they are used for Produce each of the following planning tools to sometimes meet a client brief - Mind map, Mood Board, Script, Storyboard, Visualisation diagram and Wireframe 	<ul style="list-style-type: none"> Understand the different sectors that form the media industry and the types of products produced by, and used in, different sectors Explain the different purposes of media products Explain how style, content and layout are adapted to meet each purpose Explain the different categories of audience segmentation Know the purpose, components and conventions of different planning document Explain what makes each document effective Produce each of the following planning tools to mostly meet a client brief - Mind map, Mood Board, Script, Storyboard, Visualisation diagram and 	<ul style="list-style-type: none"> Explain the requirements in client briefs that inform planning Understand why requirements in client briefs can constrain planning and production Be able to explain audience segmentation for different client requirements Can give valid reasons for, and benefits of, audience segmentation Explain when it is appropriate to use each planning document Can explain the hardware and software used to create each type of planning document Explain how to improve the effectiveness of documents for users in given context Produce each of the following planning tools to exactly meet a client brief - Mind map, Mood Board, Script, Storyboard, Visualisation diagram and Wireframe

S P R I N G		Wireframe	
	<ul style="list-style-type: none"> • Understand the term visual identify and identify features • Understand what a bitmap and a raster file format are in terms of graphics • Understand that vector graphics can be scaled • Use a limited range of software tools and techniques to create digital graphics- Image/canvas size, Layout tools, Drawing tools, Layers, Typography • List the different types of animations and how they are produced - motion/Claymation, Time-lapse, Motion capture, Computer generated (CGI), Cel animation, Cut out, Flipbook • List different types of audio files • Identify different uses of sound within an animation • Use a limited range tools and techniques of animation creation software to generate and enhance movement 	<ul style="list-style-type: none"> • Understand the purpose of visual identity • Identify the component features of visual identity • Understand the limitations of bitmap/raster file formats in terms how many colours are supported, scalability (enlarging) and whether transparent backgrounds can be included • Identify the benefits of vector file formats, scalability for large print use • Use software tools and techniques to create digital graphics • Explain the differences between types of animation and the methods used to create them • Understand stop motion/Claymation, Time-lapse, Motion capture, Computer generated (CGI), Cel animation, Cut out, Flipbook animation • Explain definitions of audio types • Identify types of sounds are used when and for what purpose(s) • Use a range tools and techniques of animation creation software to generate and enhance 	<ul style="list-style-type: none"> • Identify advanced components features of visual identify • Use advanced software tools and techniques used to create digital graphics - brightness, contrast, colour correction, filtering, effects and retouching • Explain the limitation of bitmap/raster file formats • Analyse when and where different types of animation are used • Explain the pro's and con's and when to use stop motion/Claymation, Time-lapse, Motion capture, Computer generated (CGI), Cel animation, Cut out, Flipbook animation • Explain the differences between, audio types • Explain how each type of sound such as background sounds, sound effects and music are used to enhance the main audio content of sequences • Use a range of advanced tools and techniques of animation creation software to generate and enhance movement

S U M M E R		movement	
	<ul style="list-style-type: none"> • List different digital game types and identify which match with a specific target audience and platform • List some conventions of each game type • Understand game objectives • Use simple tools to produce movement and outputs within a game • Produce a simple portfolio which includes the work completed this year 	<ul style="list-style-type: none"> • Characterise each digital game type and identify which are most appropriate for specific target audiences • Identify digital game types which are most appropriate for particular platform • Understand key conventions of each genre and style, how they differ from each other and the types of games which are best suited to each • Identify distinguishing features of each type of game objective • Identify objectives and deciding which are the most appropriate for target audiences and/or platform • Write routines, procedures, blocks, scripts, actions and events to generate outputs based on player inputs in a game • Create movement of players and/or NPCs • Prepare each item completed this year ready for inclusion into the portfolio • Choose the format of their digital portfolio and produce it with 	<ul style="list-style-type: none"> • Analyse the use of digital game types and justify the use of specific game types for target audiences • Analyse which game types are appropriate for particular platforms • Analyse the key conventions of each genre and style and justify which type of game matches with each • Evaluate which objectives are most appropriate for different target audiences and platforms • Write detailed routines, procedures and scripts to allow a game to progress following user inputs • Create movement of players and other objects within a game • Prepare each item completed this year ready for export in an appropriate format • Choose the format of their digital portfolio and produce it with detailed commentary and embedded items

limited commentary